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ABSTRACT

The program covers two Texas public school districts, Harlandale and San Marcos, and Southwest Texas State University. This report, however, deals only with the Harlandale Bilingual Education Program, which provides bilingual education for pupils in grades K-5 who have limited English speaking ability. Objectives are: to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; to enhance their understanding and cognitive development in both languages; to give them the advantage of becoming literate in both languages; and to instill a knowledge of and pride in their bicultural heritage. The project embodies several components: (1) development of and revision of curriculum materials for bilingual classes; (2) bilingual instruction in grades K-5; (3) staff development; (4) parental and community involvement; and (5) coordination of the cooperative efforts of the two school districts and the teacher training institution. In the 58 classrooms in the program, there are 1,700 children in grades K-5 in 7 of the district's 15 elementary schools. A majority of these children (99%) have Spanish surnames. The eight recommendations cover such things as transferring pupils, team-teaching with monolingual and bilingual teachers; and test administration. Much of the data are presented in Spanish and English tests and tables. (KM)

FINAL EVALUATION REPORT

OF THE

HARLANDALE INDEPENDENT SCHOOL DISTRICT'S

BILINGUAL EDUCATION PROGRAM

(Harlandale is a member of the Consortium comprised of Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University.)

1973-1974

Submitted To:

Mr. René González
Project Director

and

The U. S. Office of Education as a report of the fifth year's progress, under the provisions of Title VII of P.L. 89-10, as amended.

Grant # OEG-0-9-530014-3480 (280)

by

Dr. Helene W. Harrison
Internal Evaluator

RECOMMENDATIONS

1. The letter from the superintendent to the principals last spring concerning the problem created by shifting pupils into and out of the bilingual project was quite successful in eliminating much of this practice. It is suggested that a similar letter be sent again this year to remind the principals of the necessity of retaining the same pupils in bilingual education once they have begun the program.

2. Poor performance on the local BEP test in social studies and science by pupils in classrooms in which there is team-teaching between monolingual and bilingual teachers suggests that project objectives in these subject matter areas are not served well by this type of team-teaching situation. Therefore the evaluator recommends that this team-teaching be discontinued. A special effort to recruit enough bilingual teachers to supply the demand for bilingual education offers an alternative solution to team-teaching.

3. Teachers whose pupils were successful on the Metropolitan Achievement Test and/or on the Spanish reading test (Prueba de Lectura) deserve commendation from the superintendent for their efforts.

4. Teachers whose pupils performed poorly on the Metropolitan or on the Spanish reading test need special counsel from the coordinator in attempting to improve their ability to help their pupils achieve more next year.

5. Fall Peabody results show that pupils in this district enter school with a large vocabulary/concept disadvantage. The importance of this problem cannot be emphasized too strongly. Extensive work must be done to attempt to overcome this disadvantage, not only by kindergarten and first grade

teachers but by teachers at all grade levels. The coordinator should do whatever is necessary to assure this.

6. Since balanced bilinguals are more handicapped than those dominant in one language, it is suggested for these pupils that English be the major language of concentration since concentratinn in two languages may spread development in both languages too thin. For the Spanish-dominant child reading readiness and reading activities should be begun in Spanish; for the English-dominant child, the converse is true. The coordinator should take responsibility to see that teachers implement these suggestions.

7. Bilingual education in this project has succeeded quite well in all four of its major objectives for both kindergarten and first grade. It is hoped this success will proceed upward another grade level next year.

8. Due to the low financial resources of this district, it is an absolute necessity that federal funding be continued in order for bilingual education to have its opportunity to help this ethnic group of children to achieve a quality education.

INDEX OF TABLES

HARLANDALE FINAL EVALUATION REPORT

This program comprises two public school districts, Harlandale and San Marcos, and a university, Southwest Texas State University. However, since separate evaluations are being performed for the two school districts this year in accordance with the U. S. O. E. directive, this report deals only with the Bilingual Education Program of Harlandale Independent School District in San Antonio. Harlandale's program is primarily designed to provide bilingual education for Spanish-surnamed pupils in grades K-5 who have limited English-speaking ability. Objectives for these children are the following: (1) to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; (2) to enhance their understanding and cognitive development in both languages; (3) to give them the advantage of becoming literate in both languages; (4) to instill in them knowledge of and pride in their bicultural heritage.

The project embodies several components: (1) development of and revision of curriculum materials for bilingual classes; (2) bilingual instruction in grades K-5; (3) staff development of bilingual teachers, aides, student interns, and prospective teachers; (4) parental and community involvement; and (5) coordination of the cooperative efforts of the two school districts and the teacher-training institution.

In the fifty-eight classrooms involved with the program, there are 1700 children in grades K-5 in seven of the district's fifteen elementary schools. (See Table I.) Ninety-nine percent of these children have Spanish surnames. That a majority of the Spanish-surnamed children speak Spanish as the dominant home language has been established by questionnaires

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA

TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
Cardenas		Adams	1	28
Garcia		Adams	1	28
Garza		Adams	2	28
Arsuaga		Collier	K	27
Rendon		Collier	K	27
Palomino		Collier	1	24
Garcia		Collier	1	25
Mendoza		Collier	2	30
Garza		Collier	3	32
Esquivel	S	Collier	4	31
Couch	E	Collier	5	34
Gordon	E	Columbia Heights	K	26
Minica	S	Columbia Heights	K	25
Mitchell		Columbia Heights	1	28
+ Mascorro		Columbia Heights	1	28
+ Lopez		Columbia Heights	1	27
Treviño		Columbia Heights	1	28
Frederiksen	E	Columbia Heights	1	28
Sathre	S	Columbia Heights	1	28
Maldonado	S	Columbia Heights	2	31
Belasco	E	Columbia Heights	2	31
Campbell		Columbia Heights	2	31
Reneau	S	Columbia Heights	2	31
Gillespie	E	Columbia Heights	2	31
Firhala	E	Columbia Heights	3	31
Pachecano	S	Columbia Heights	3	32
Duarte	S	Columbia Heights	3	31
Heinsohn	E	Columbia Heights	3	31
Van Cleave	S	Columbia Heights	4	31
Boesewetter	E	Columbia Heights	4	30
Taylor	E	Columbia Heights	4	30
Hood	E	Columbia Heights	4	30
+ Powell		Columbia Heights	4	32
Rodriguez	S	Columbia Heights	5	31
Luna		Columbia Heights	5	30
Zavala	S	Columbia Heights	5	30
Nicholson		Flanders	K	31
Flores		Flanders	1	31
Hernandez		Flanders	2	25
Fields		Flanders	3	34
Pantoja		Flanders	4	32
Frazer		Flanders	5	34
Herrington		Rayburn	1	31
Perez		Rayburn	2	30

TEACHER	SCHOOL	GRADE	NUMBER OF PUPILS
Baker E	Stonewall	K	27
Saenz S	Stonewall	K	28
Lozano	Stonewall	1	29
Reyna	Stonewall	1	28
Ayala S	Stonewall	2	26
Rodriguez E	Stonewall	2	27
Reyes S	Stonewall	3	26
Harris E	Stonewall	3	25
Gloyd	Stonewall	4	31
Lopez	Stonewall	4	33
McKinney	Stonewall	5	32
Tenayuca	Stonewall	5	33
Jones	Wright	1	27
Engel	Wright	2	24

TOTALS:

58 Teachers	7 Schools	7 Kindergartens	191
		15 First Grades*	418
		12 Second Grades*	345
		8 Third Grades*	242
		9 Fourth Grades	280
		7 Fifth Grades	224
		58 Classrooms	1700

*Although these first, second and third grades in the Bilingual Education Program are being evaluated, they are being financed by the local school district rather than by Title VII this year.

Team-teaching Arrangement.

S = Spanish-language teacher. E = English-language teacher.

+ = Teacher change.

completed by parents in previous years of the program. The majority of these children come from lower socio-economic homes.

The project is managed by a director and an evaluator from Southwest Texas State University, a coordinator from the district, and a curriculum specialist. There have been no changes in management personnel this year. Harlandale acts as fiscal agent for the project. Although the director administers the project, major policies are determined by the Consortium. (See Appendix for Organizational Chart.)

A major change in the program is the assumption of financing for the third grade as well as for the first and second grades by the local district. Title VII is contributing funding for only kindergarten and grades 4-5 this year. Since this means that 60% of the total program is now funded by the local district itself, this appears a strong manifestation of support for the bilingual education concept and a promise of hope for its future after federal funding ceases.

Bilingual Instruction for Grades K-5

The federal guidelines which advised curtailing of evaluation to the instructional component will be adhered to, and other aspects of this program will not be discussed. Again in accordance with federal directives, standardized tests constitute a significant part of the evaluation this year.

One problem which has been prevalent in past years of the program is the shifting of pupils into and out of the program from one school year to another. There have been several reasons for this situation: (1) pupil transfer into and out of the district; (2) pupil transfer to schools not having bilingual classes; (3) an insufficient number of bilingual teachers on upper grade levels to accommodate project pupils moving upward; and

(4) assignment of pupils to nonbilingual classes by principals in order to equalize teacher-pupil loads.

Attempts to recruit more bilingual teachers are succeeding in a gradual alleviation of the need indicated in reason 3. Various measures have been tried to alert the principals to the need to retain pupils in the program once they have begun, but the most successful of these has been a letter sent by Superintendent Boggess to each principal. This letter dealt cognizantly with the situation and asked the principals' cooperation in lessening the pupil dropout ratio. (A copy of this letter was included in the appendix of last year's evaluation report.)

That these measures have helped is evident from a look at Table II. Grade level figures indicate the number and percent lost between the previous grade and this year's grade level. Figures showing number and percent by school indicate quite a range of difference. In most schools the pupil transfer out of district rate of 9% accounts for a rather large amount of the dropout proportion. Overall, the reduction from 30% last year for the district to 17% this year is a substantial improvement.

The testing team, which is under the evaluator's supervision, is composed of twenty bilingual student interns of junior or senior rank from Southwest Texas State University. These student interns, who are preparing to be bilingual teachers, carry a full course load at the University and also work ten hours a week as teacher aides in bilingual classrooms. They receive a stipend to cover tuition, books, and supplies and are paid at an hourly rate for their work in the classroom. In addition, during and after fall and spring testing they are paid at an hourly rate for administering the Peabody Test and scoring all test instruments. They are trained

TABLE II

PUPIL DROPOUT DATA

(Figures given are number and percent.)

By Grade Level			By School		
2	115	29%	Adams	29	49%
3	54	20%	Collier	23	17%
4	23	8%	Columbia Heights	97	17%
5	3	1%	Flanders	16	16%
			Rayburn	6	20%
			Stonewall	19	8%
			Wright	5	22%
Total	195	17%	Total	195	17%

*Rate of pupil transfer out of district is 9%.

+The program is confined to first and second grades in two schools, Adams and Wright. If the dropout at the end of the second grade were added to these figures, the rates would read: Adams 60 67%; Wright 31 63%.

by the evaluator beforehand and are supervised during testing and scoring. Their work has been conscientious and capable. In addition, the teachers for whom they are aides have stated that they are quite good in that capacity because of their college background and career interest.

Testing in bilingual classrooms has proceeded on schedule. In September and again in March the testing team administered the Peabody Picture Vocabulary Test to all project pupils in kindergarten and first grade under the evaluator's supervision. These student interns established good rapport with the pupils and did an excellent job of administering both a Spanish and an English version of the test (Form A of the Spanish version and Form B of the English version in the fall and the converse in the spring) to each pupil individually. The advantages of such individualized testing on these two grade levels is immense. Following administration, the testing team scored the tests, and immediate feedback in terms of mental age was given teachers by the evaluator. As soon as possible the evaluator sends feedback on all test scores to project teachers in order to aid them in diagnosing pupil weaknesses and beginning corrective action. Then the scores for all evaluation instruments administered are put on cards and electronically processed.

Grade level means were derived from fall Peabody scores in the following manner.: pupils whose scores on the two language versions were no further than eleven months apart were considered balanced bilinguals, and means were derived on both languages for this group; those pupils whose scores differed twelve months or more on the two languages were considered dominant in one language, and means were derived only for the dominant language for these pupils. These means are presented in Table III. These

TABLE III

PEABODY PICTURE VOCABULARY TESTS*
FALL GRADE LEVEL MEANS
These figures show mental age in months.)

Grade	English Dominant	Spanish Dominant	Balanced Bilingual	
			English	Spanish
K	52.08 (40)	50.16 (31)	29.41 (118)	30.00
1st	64.03 (129)	66.79 (76)	40.83 (211)	40.95

( ) = No. of pupils

*Pupils who have less than 11 months difference in mental age between English and Spanish scores are considered balanced bilinguals, and both language scores are used. Pupils whose scores in English and Spanish differ as much as 12 months are considered dominant in one language, and only the score for the dominant language is used.

figures present significant evidence as to the nature of the handicap the children in this project area bring with them upon entering school--a vital concept deficit. The balanced bilinguals are quite handicapped in concept development, being more than three years behind in each language. The Spanish-dominant and English-dominant bilinguals are less handicapped, being approximately one year behind.

A t-test was run to determine whether or not the difference in scores between children who were dominant in one language and children who were balanced bilinguals was significant. The difference between English-dominant and balanced bilinguals proved to be significant at the .01 level of confidence on both kindergarten and first grade levels. The difference between Spanish-dominant and balanced bilinguals proved to be significant at the .01 level of confidence on first grade level and at the .05 level of confidence on kindergarten level. (This kindergarten cell had only 31 children--this accounts for the difference in level of confidence.)

Various explanations could be ventured as to why the balanced bilinguals are the severely handicapped group.* However, the reasons will not be guessed at here. The important factor is the need for teachers to implement extensive measures to reduce this deficit.

Extensive concentration on oral language and on experiential concept/vocabulary development in both English and Spanish is needed before reading readiness activities are begun. In addition, it is apparent that there must be continued concentration on this language development

*That this situation is chronic is confirmed by similar findings in two prior years of the project, 1971 and 1972.

not only for one year but for several years if the language disadvantage these children suffer from is to be alleviated. The interrelatedness between oral language proficiency and reading comprehension and other language activities makes it imperative in terms of future educational achievement for these children that this problem be given cognizant attention by teachers. This situation was discussed thoroughly with the coordinator by the evaluator. A meeting also was held with kindergarten and first grade teachers to appraise them of the facts and to allow a master teacher to demonstrate methods and materials available for dealing with the problem.

From the fall Peabody scores, separate means were derived for this year's first grade pupils who had been in bilingual kindergarten classrooms and for those who had been in nonbilingual kindergarten classrooms last year as well as for those who had not been in kindergarten at all. (These scores are shown on Table IV.) Those pupils who had been in the bilingual kindergarten were ahead of the other two groups from 2 1/2 to 11 months in English and approximately 13 months in Spanish. This presents striking evidence that the bilingual kindergarten program is one successful means of helping to overcome the vital concept deficit these children suffer from.

The objective of a normal six-month gain during the six-month interval between pre- and post-tests was fulfilled in English by approximately two-thirds of both kindergarten and first grade pupils and in Spanish by 79% of the kindergarten and by 54% of the first grade. (See Table V.)

Table VI showing mean increases from fall to spring is more revealing of differences between individual classroom performance. Four of seven

TABLE IV

A COMPARISON OF BILINGUAL VS. NONBILINGUAL KINDERGARTEN CONCEPT DEVELOPMENT: FALL PEABODY FIRST GRADE MEANS FOR PUPILS FROM LAST YEAR'S KINDERGARTEN

	Number of Pupils	English	Spanish
Bilingual	113	54.50	56.24
Nonbilingual	173	52.03	43.79
Nonkindergarten	59	43.37	42.61

TABLE V

PEABODY PICTURE VOCABULARY TESTS
PERCENTAGE OF PUPILS ACCOMPLISHING 6 MONTH GAIN*

Teacher	School	English Version	Spanish Version
KINDERGARTEN			
Arsuaga	Collier	73	82
Rendon	Collier	53	79
Gordon	Columbia Heights	33	67
Minica	Columbia Heights	71	82
Nicholson	Flanders	39	44
Baker	Stonewall	89	100
Saenz	Stonewall	100	100
	GRADE LEVEL SUMMARY	65	79
FIRST GRADE			
Cardenas	Adams	86	86
Garcia,A.	Adams	65	39
Garcia,I.	Collier	52	33
Palomino	Collier	40	30
Fredericksen	Columbia Heights	64	55
Sharpe	Columbia Heights	78	69
Bunch	Columbia Heights	83	60
Mitchell	Columbia Heights	35	28
Sathre	Columbia Heights	6	59
Treviño	Columbia Heights	80	59
Flores	Flanders	62	42
Herrington	Rayburn	43	62
Lozano	Stonewall	71	71
Reyna	Stonewall	87	65
Jones	Wright	74	70
	GRADE LEVEL SUMMARY	61	54

*Between September Pre-Test and March Post-Test.

TABLE VI

PEABODY PICTURE VOCABULARY TESTS
MEAN INCREASES*

Teacher	School	English Mean Increase	Spanish Mean Increase
KINDERGARTEN			
Arsuaga	Collier	12.00	19.36
Rendon	Collier	4.21	14.11
Gordon	Col.Hts.	4.76	13.33
Minica	Col.Hts.	11.29	17.65
Nicholson	Flanders	5.83	13.33
Baker	Stonewall	34.05	28.95
Saenz	Stonewall	28.94	36.24
	GRADE LEVEL MEAN INCREASE	14.14	18.63
FIRST GRADE			
Cardenas	Adams	14.82	23.27
Garcia,A.	Adams	9.26	8.22
Garcia,I.	Collier	10.81	4.29
Palomino	Collier	2.75	- 4.35
Fredericksen	Col.Hts.	8.73	9.77
Sharpe	Col.Hts.	9.83	12.12
Bunch	Col.Hts.	11.24	10.52
Mitchell	Col.Hts.	5.29	-1.11
Sathre	Col.Hts.	-3.22	6.67
Treviño	Col.Hts.	13.91	9.26
Flores	Flanders	7.85	5.54
Herrington	Rayburn	3.81	7.38
Lozano	Stonewall	11.87	8.75
Reyna	Stonewall	18.30	7.78
Jones	Wright	9.65	12.61
	GRADE LEVEL MEAN INCREASE	8.69	9.52

*Figures show mental age in months. A six month gain between September and March would be expected.

kindergarten classrooms succeeded in accomplishing excellent to astonishing gains in English; six of seven did the same in Spanish. Eleven of fifteen first grade classrooms made above-normal gains in English and in Spanish. Gains in some classrooms were strikingly more than in other classrooms. These teachers whose pupils achieved so well should be commended. Teachers whose pupils did not succeed need help in improving, for the sake of their pupils. The coordinator should study this table carefully and take the needed measures.

Tabel VII shows grade level fall and spring Peabody interquartiles and medians. All kindergarten quartiles made approximately three times the gain which could be expected in Spanish and far above normal gains in English. All first grade quartiles accomplished better than normal gain in both languages.

Region One Curriculum Kits (R.O.C.K.) I and II were used in kindergarten and first grade this year for teaching English as a second language. Pre-tests for placement of pupils at proper level for instruction were given in September. Post-tests were given in all kindergarten and two first grade classrooms in April. (The remaining first grades will not be done until sometime in May.) The kindergarten pre-test mean was 5.87 for Level I; the post-test means were 19.00 for 63 Level I pupils and 87.15 for 20 Level II pupils. The first grade pre-test mean was 11.64 for Level I; the post-test means were 36.64 for 14 Level I pupils and and 97.84 for 33 Level II pupils. These means reflect a significant increase in oral English ability for the pupils, just as the Peabody did.

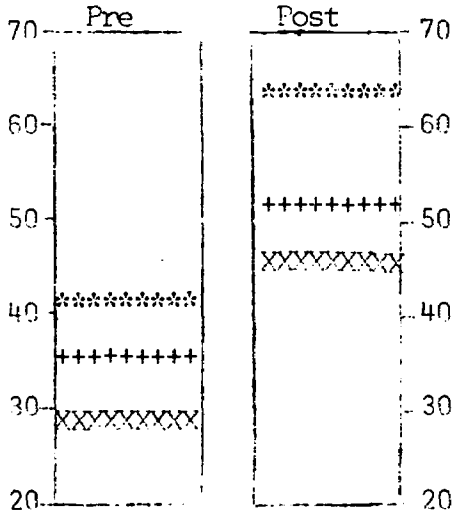
The Metropolitan Readiness Test, Form A, was given in kindergarten by the teachers in February. The kindergarten objective was that half of

TABLE VII

PEABODY PICTURE VOCABULARY TESTS*
Interquartiles and Medians**

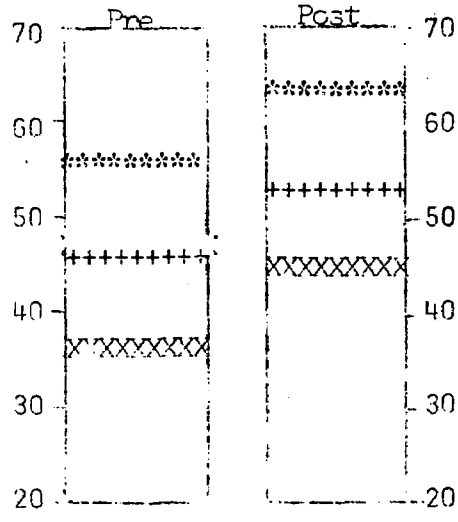
Spanish Version

KINDERGARTEN



	Pre	Post
3rd Q:	41	63
Median:	35	52
1st Q:	29	46

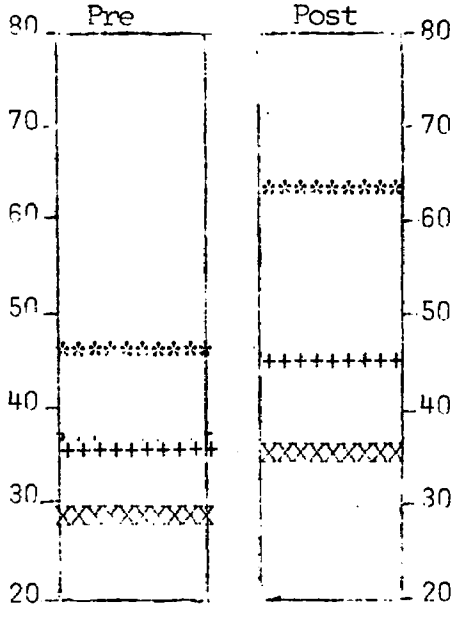
FIRST GRADE



	Pre	Post
3rd Q:	55	64
Median:	46	52
1st Q:	36	45

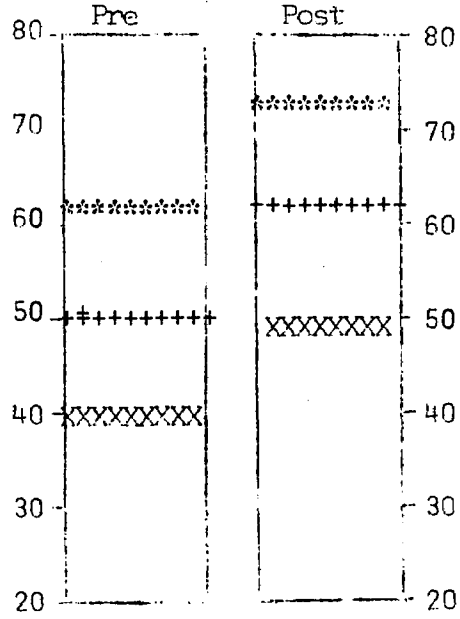
English Version

KINDERGARTEN



	Pre	Post
3rd Q:	46	63
Median:	36	45
1st Q:	28	35

FIRST GRADE



	Pre	Post
3rd Q:	61	71
Median:	50	61
1st Q:	40	49

*Figures indicate mental age in months.
1st Quartile: XXXXX Median: +++++ 3rd Quartile: ***

the pupils should reach the 40th percentile. This percentile rather than the 50th was picked because the test was given twelve weeks before the end of school, and 39% of the school term remained. Fifty-seven percent of the pupils reached this objective (See Table VIII) in spite of extremely low performance by three classrooms. Interquartiles which were computed for this test (Table XIV) for comparison with national norms reveal that more than three-fourths of the pupils performed above the 27th percentile; more than half above the 44th and one fourth, above the 71st. This is a praiseworthy accomplishment by the majority of the kindergarten teachers.

Metropolitan Achievement Tests, Primary I B, were administered by first grade teachers the last week in February. (See Table IX for results.) Overall, better than two-thirds of the pupils attained the 1.6 grade equivalent objective in all four categories, with percentages in reading comprehension and in math being even higher. Only one classroom failed to succeed. Interquartiles based on percentiles were computed and reveal that the upper half of the class performed creditably well in comparison with national norms. (See Table XV.) Kindergarten and first grade accomplishment on the Metropolitan, Peabody, BEP test in social studies and science, and inferred self-concept scale constitute proof that this bilingual education project is succeeding in its objectives, at least on these grade levels.

Teachers in grades 2 and 3 administered Form B of Primary II and Elementary levels of the Metropolitan Achievement Test in September and Form A in February. Teachers in grades 4 and 5 administered Form G of

TABLE VIII

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
PERCENTAGE OF PUPILS ATTAINING 40TH PERCENTILE

Teacher	Percentage of Pupils
Arsuaga	28
Rendon	28
Gordon	96
Minica	21
Nicholson	94
Baker	79
Saenz	52
SUMMARY FOR THIS GRADE	57

TABLE IX

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
PERCENTAGE OF PUPILS ATTAINING 1.6 GRADE EQUIVALENT

Teacher	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Cardenas	56	56	72	67
Garcia,A.	75	73	48	84
Garcia,I.	44	61	89	89
Palomino	65	43	96	61
Fredericksen	75	50	70	67
Sharpe	92	71	92	76
Bunch	62	80	71	76
Mitchell	68	37	88	68
Sathre	00	00	00	5
Treviño	50	57	93	79
Flores	80	80	54	90
Herrington	71	91	46	88
Lozano	92	91	86	79
Reyna	83	92	92	73
Jones	75	83	58	91
SUMMARY FOR THIS GRADE	69	69	74	74

TABLE X

METROPOLITAN ACHIEVEMENT TEST - SECOND GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Garza,F.	19	27	27	14
Mendoza	39	59	11	28
Belasco	29	29	7	36
Campbell	72	72	40	44
Gillespie	26	42	21	26
Maldonado	7	55	6	45
Reneau	45	50	43	94
Hernandez	89	67	44	72
Perez	42	32	31	9
Ayala	48	10	30	32
Rodriguez,M.	31	27	36	19
Engel	43	25	20	18
SUMMARY FOR THIS GRADE	41	40	27	35

TABLE XI

METROPOLITAN ACHIEVEMENT TEST - THIRD GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT

Teacher	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	MATH	PROBLEM SOLVING
Garza,V.	27	37	37	31	46	77
Duarte	48	28	32	32	38	32
Heinsohn	28	33	22	28	50	11
Pachecano	37	22	30	37	48	36
Pirhala	24	28	32	29	62	59
Fields	64	68	73	100	86	64
Harris	27	36	43	72	32	35
Reyes	45	50	30	53	37	50
SUMMARY FOR THIS GRADE	37	37	38	47	50	47

TABLE XII

METROPOLITAN ACHIEVEMENT TEST - FOURTH GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH
Esquivel	4	9	16
Boesewetter	24	23	15
Hood	28	23	4
Powell	27	15	11
Taylor	18	27	17
VanCleave	8	15	18
Pantoja	47	28	48
Gloyd	23	48	25
Lopez	41	30	32
SUMMARY FOR THIS GRADE	24	25	21

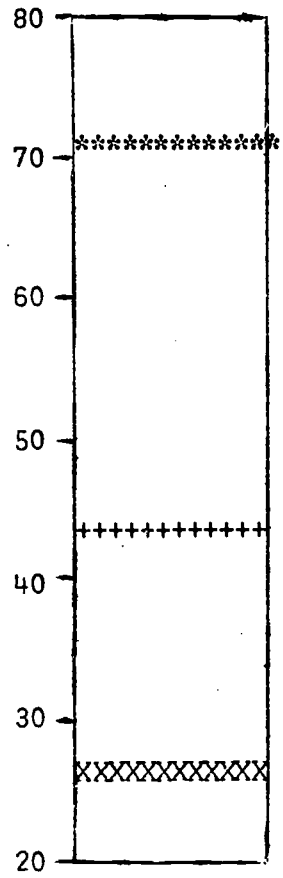
TABLE XIII

METROPOLITAN ACHIEVEMENT TEST - FIFTH GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN
IN GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	SOCIAL STUDIES	SCIENCE
Couch	17	27	28	41	39
Luna	12	21	43	30	30
Rodriguez,E.	32	27	22	17	26
Zavala	35	31	41	31	41
Frazer	30	33	26	26	37
McKinney	11	62	29	46	54
Tenayuca	58	53	66	44	50
SUMMARY FOR THIS GRADE	29	38	38	34	41

TABLE XIV

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
INTERQUARTILES BASED ON PERCENTILES*

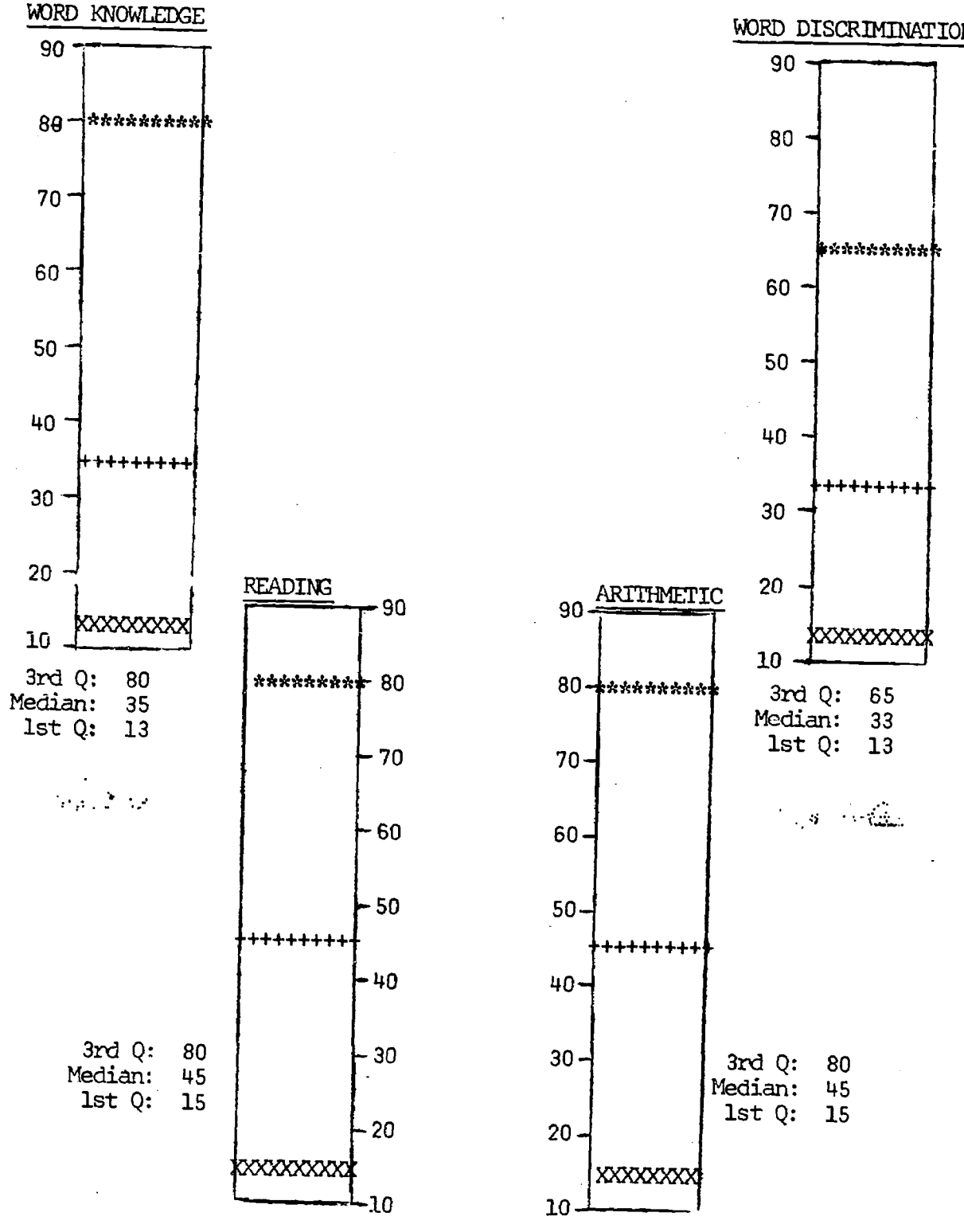


3rd Q: 71
Median: 44
1st Q: 27

*1st Quartile: XXXXXXX Median: +++++++ 3rd Quartile: *******

TABLE XV

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
INTERQUARTILES BASED ON PERCENTILES*

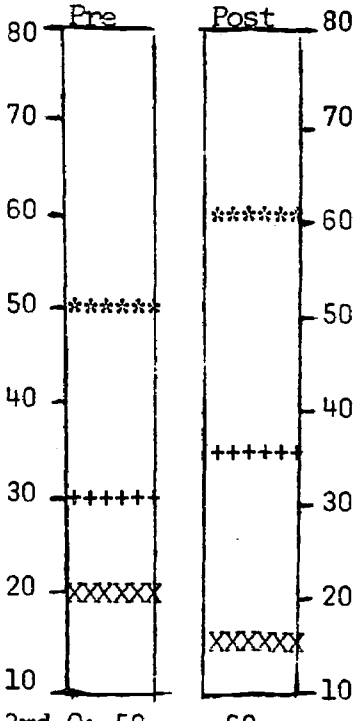


*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVI

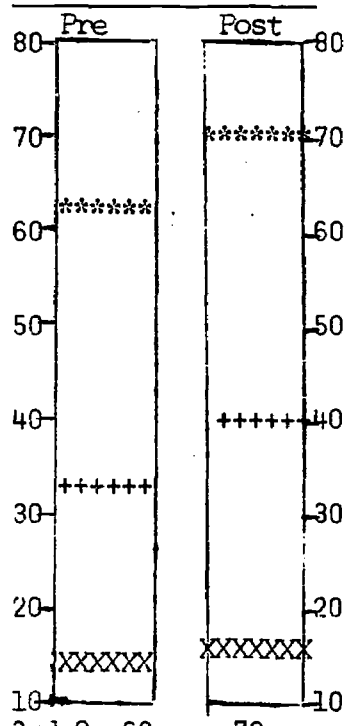
METROPOLITAN ACHIEVEMENT TEST RESULTS - SECOND GRADE
INTERQUARTILES BASED ON PERCENTILES*

WORD KNOWLEDGE



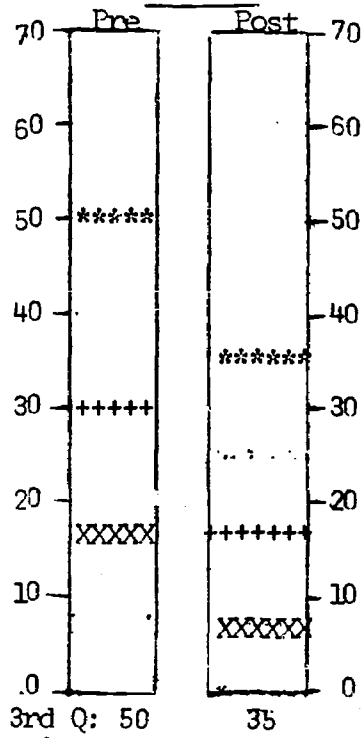
	Pre	Post
3rd Q:	50	60
Median:	30	35
1st Q:	20	15

WORD DISCRIMINATION



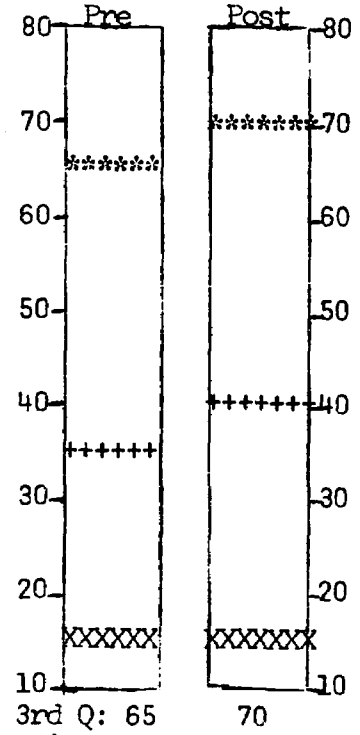
	Pre	Post
3rd Q:	62	70
Median:	33	40
1st Q:	15	17

READING



	Pre	Post
3rd Q:	50	35
Median:	30	17
1st Q:	17	9

ARITHMETIC



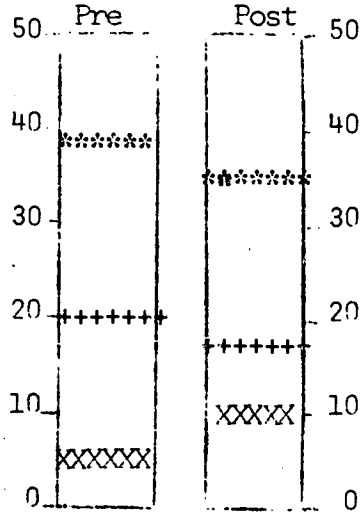
	Pre	Post
3rd Q:	65	70
Median:	35	40
1st Q:	15	15

*1st Quartile:XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVII

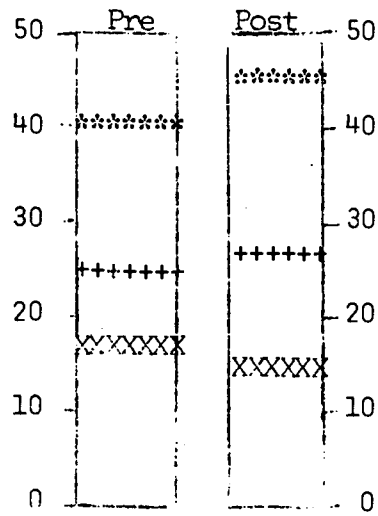
METROPOLITAN ACHIEVEMENT TEST RESULTS - THIRD GRADE
INTERQUARTILES BASED ON PERCENTILES*

WORD KNOWLEDGE



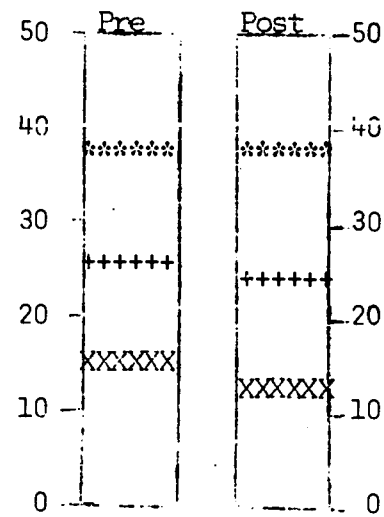
	Pre	Post
3rd Q:	38	35
Median:	20	18
1st Q:	5	10

WORD DISCRIMINATION



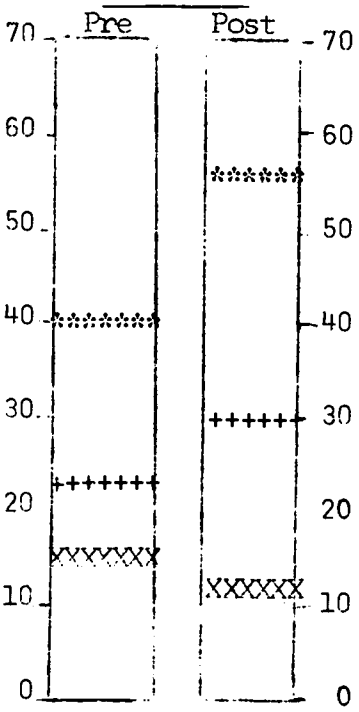
	Pre	Post
3rd Q:	40	45
Median:	25	27
1st Q:	17	15

READING



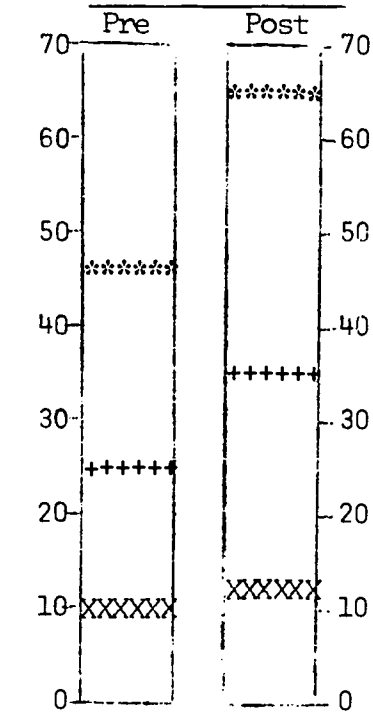
	Pre	Post
3rd Q:	37	37
Median:	25	23
1st Q:	15	12

LANGUAGE



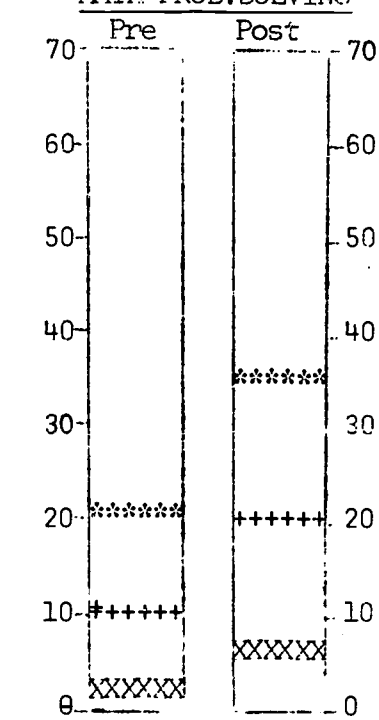
	Pre	Post
3rd Q:	40	55
Median:	23	30
1st Q:	15	12

MATH COMPUTATION



	Pre	Post
3rd Q:	45	65
Median:	25	35
1st Q:	10	12

MATH PROB.SOLVING



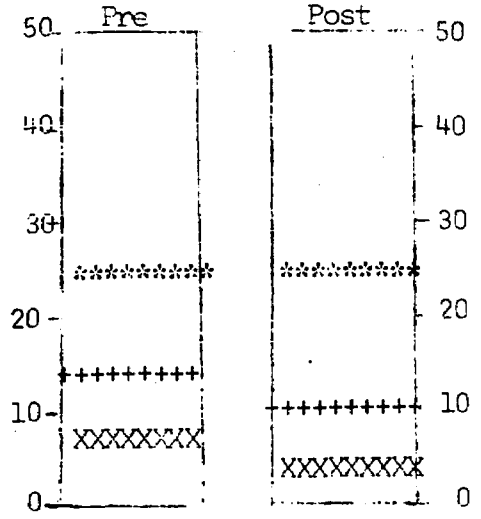
	Pre	Post
3rd Q:	20	35
Median:	10	20
1st Q:	2	7

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: ******

TABLE XVIII

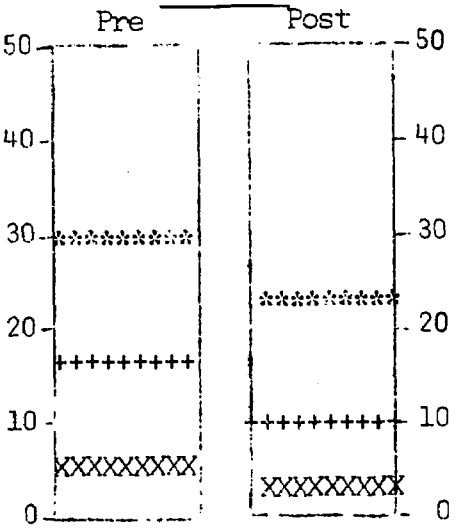
METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE
INTERQUARTILES BASED ON PERCENTILES*

READING



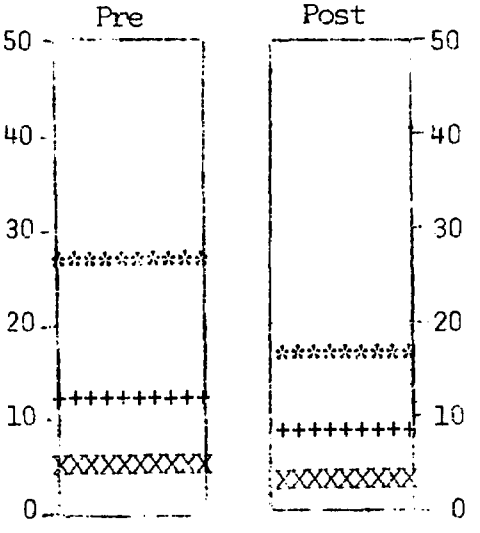
	Pre	Post
3rd Q:	22	22
Median:	12	10
1st Q:	6	4

LANGUAGE



	Pre	Post
3rd Q:	30	23
Median:	16	10
1st Q:	6	3

MATH



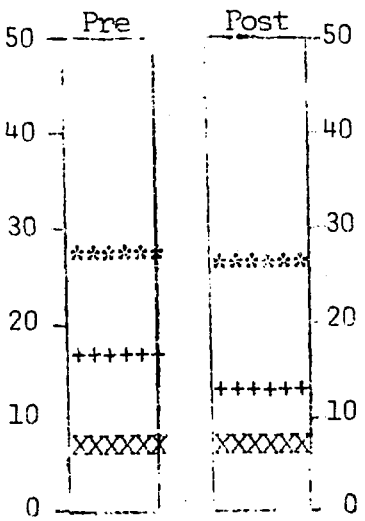
	Pre	Post
3rd Q:	26	18
Median:	11	9
1st Q:	6	2

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XIX

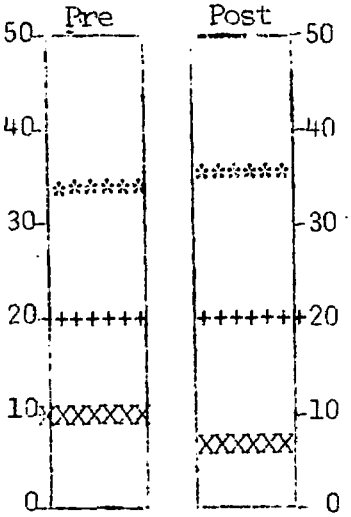
METROPOLITAN ACHIEVEMENT TEST RESULTS - FIFTH GRADE
INTERQUARTILES BASED ON PERCENTILES*

READING



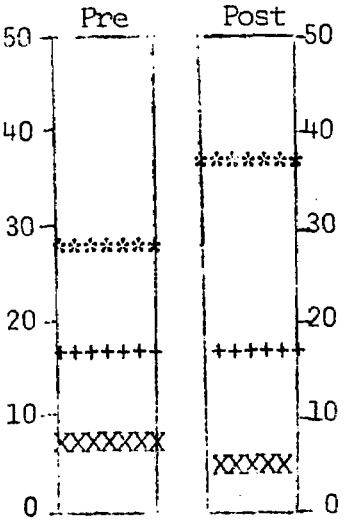
	Pre	Post
3rd Q:	28	26
Median:	16	14
1st Q:	6	6

LANGUAGE



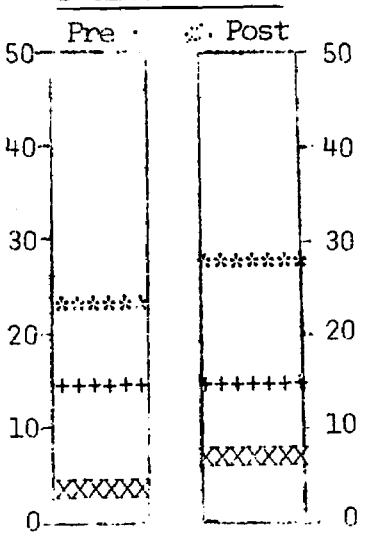
	Pre	Post
3rd Q:	32	34
Median:	20	20
1st Q:	10	8

MATH



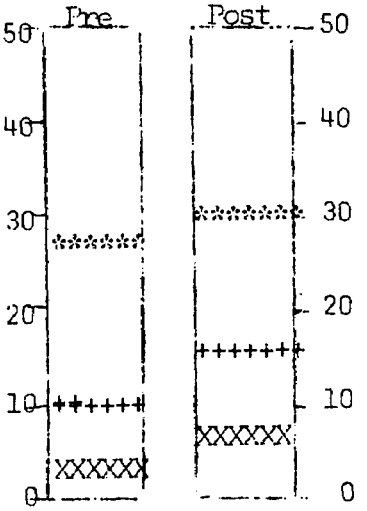
	Pre	Post
3rd Q:	28	36
Median:	16	16
1st Q:	8	6

SOCIAL STUDIES



	Pre	Post
3rd Q:	24	28
Median:	14	14
1st Q:	4	6

SCIENCE



	Pre	Post
3rd Q:	26	30
Median:	10	14
1st Q:	2	6

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

Elementary and Intermediate levels as the pre-test and Form F as the post-test. Forms G and F are machine-scorable and from the newer, 1970 editions of the test. This edition is five months higher in order of difficulty than the old edition.

The objective was that half of the pupils should attain the 6 month gain in grade equivalent expectable between fall and spring testing. (See Tables X - XIII.) In second grade 40% attained the objective in word knowledge and word discrimination, but only 27% and 35% succeeded in reading comprehension and math, respectively. Only 37% of the third graders succeeded in word knowledge, word discrimination, and reading comprehension; however, almost one half succeeded in math computation, math problem-solving/concepts and language. Only one-fourth of the fourth graders succeeded in reading, language and math. More than one-third of the fifth-graders accomplished the objective in reading, language, math, science and social studies. In noting the decrease in achievement between grades 2-3 and grades 4-5, the higher order of difficulty of the tests administered in grades 4 and 5 must be remembered.

Metropolitan interquartiles and medians based on percentiles were computed for grade levels 2-5 and are shown on Tables XVI-XIX. Again as in previous years, reading comprehension is the area posing the largest deficit in learning. Generally, math, language, social studies and science reflect gains from pre-test to post-test in comparison with national norms--with the exception of fourth grade. These gains do constitute improvement, although deficits remain in every area.

Comparison of quartile scores with percentages of pupils fulfilling the objectives on the Metropolitan at all grade levels is suggestive. There

is a large variability between classrooms as to the percentage of pupil success. In addition, variability exists between classrooms as to area(s) of pupil success. It is recommended that the coordinator take a very careful comparative look at percentages of success for the teachers at each grade level. Then teachers whose pupils did unusually well can be consulted with in an effort to determine reasons for their expertise and to lead to a sharing of this expertise with their fellow teachers. Teachers whose pupils performed very poorly should be counseled with, supervised closely, and possibly even directed to college course work which may serve to alleviate their shortcomings. Commendations from the coordinator or the superintendent for teachers whose pupils performed exceptionally well might encourage further efforts.

In September and again in March teachers administered the Inter-Americana Spanish reading test, the Prueba de Lectura, Form DEs in the fall and Form CEs in the spring. Level 1 of the test was given in second grade, level 2 in third grade and level 3 in fourth and fifth grades. This is a rather difficult test, but it was the only one available at the commencement of this project and is still the best test available in this particular area.

Only raw scores are available for this test. Total possible raw scores on vocabulary and comprehension for second grade are 40 and 40; for third grade, 40 and 70; for fourth and fifth grade, 45 and 80. The objective of a gain in raw score in vocabulary and in reading comprehension between fall and spring was fulfilled by approximately three-fourths of the pupils in grades 2 and 3 and approximately two-thirds of the pupils in grades 4 and 5. (See Table XX.)

TABLE XX

PRUEBA DE LECTURA
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Garza, F.	73	68
2	Mendoza	90	100
2	Belasco	86	71
2	Campbell	78	74
2	Gillespie	59	71
2	Maldonado	72	58
2	Reneau	79	62
2	Hernandez	100	93
2	Perez	62	46
2	Ayala	73	50
2	Rodriguez,M.	92	85
2	Engel	71	76
SUMMARY FOR THIS GRADE		76	69
3	Garza,V.	63	79
3	Duarte	76	68
3	Heinsohn	59	71
3	Pachecano	63	48
3	Pirhala	88	67
3	Fields	92	88
3	Harris	96	100
3	Reyes	100	56
SUMMARY FOR THIS GRADE		79	73

TABLE XX CONTINUED:

Grade	Teacher	Vocabulary	Reading Comprehension
4	Esquivel	59	48
4	Poesewetter	53	47
4	Hood	61	77
4	Powell	86	86
4	Taylor	67	00
4	VanCleave	71	71
4	Pantoja	58	25
4	Gloyd	47	97
4	Lopez	100	69
SUMMARY FOR THIS GRADE		67	67
5	Couch	54	54
5	Luna	52	50
5	Rodriguez,F.	63	81
5	Zavala	32	48
5	Frazer	71	43
5	McKinney	50	55
5	Tenayuca	74	81
SUMMARY FOR THIS GRADE		58	61

*A gain between pre-test in September and post-test in March.

The tables showing fall and spring means and standard deviations (XXII) and mean increases in scores (XXI) are more revealing as to difference in performance between classrooms. Mean increases vary from a -2.30 to a +15.78. Good improvement is evident in all but one classroom each on second and third grade levels. The substantial improvement indicated by total fourth grade is due to only four of nine classrooms. Only two fifth grade classrooms show substantial improvement. The variability in scores indicates that the coordinator should take a careful look at this table, determine which teachers are failing to help their pupils achieve significant success in this area and arrange that remedial measures be instituted, whether these be college coursework, in-service training or personal conferences.

In order to compensate for the lack of inclusion of social studies and science on the Metropolitan in grades 1-4, those particular portions (previously, validity and reliability on these portions had been established) of the locally-developed Bilingual Education Program test were administered in grades 2-4 in September by project teachers and in grades 1-4 in March. Half of the classrooms were given the English version of the test; half were given the Spanish version. (Copies of both versions are found in the appendix.)

Data is in raw scores, with total possible scores being 10 in each area for first grade, 20 for second, 30 for third, and 40 for fourth. The objective for first grade pupils was to attain 60% correct in each area and for grades 2-4 an increase between fall and spring scores in both areas. Better than 70% of the pupils in each first grade classroom attained the objective in social studies and better than 90%, in science--with one exception. Approximately 50% or more of pupils in second grade classrooms

TABLE XXI

PRUEBA DE LECTURA
MEAN INCREASES*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Garza,F.	4.36	3.36
2	Mendoza	11.70	7.00
2	Belasco	7.50	3.86
2	Campbell	7.28	3.79
2	Gillespie	2.25	3.07
2	Maldonado	3.39	2.37
2	Reneau	7.11	5.46
2	Hernandez	14.80	9.60
2	Perez	2.54	-1.81
2	Ayala	5.95	1.68
2	Rodriguez,M.	10.00	8.08
2	Engel	5.14	2.19
SUMMARY FOR THIS GRADE		6.47	3.63
3	Garza,V.	2.37	7.61
3	Duarte	4.95	4.00
3	Heinsohn	3.18	4.06
3	Pachecano	2.78	-0.41
3	Pirhala	5.68	7.33
3	Fields	6.88	9.46
3	Harris	8.79	9.48
3	Reyes	8.61	0.61
SUMMARY FOR THIS GRADE		5.32	5.29

TABLE XXI CONTINUED:

Grade	Teacher	Vocabulary	Reading Comprehension
4	Esquivel	1.56	0.37
4	Boesewetter	1.41	-1.88
4	Hood	0.39	3.86
4	Powell	6.73	8.45
4	Taylor	2.89	0.00
4	VanCleave	3.52	3.86
4	Pantoja	1.00	-2.30
4	Gloyd	-0.87	11.77
4	Lopez	15.78	4.23
SUMMARY FOR THIS GRADE		3.85	4.04
5	Couch	1.38	0.62
5	Luna	1.13	-0.96
5	Rodriguez,E.	0.96	4.78
5	Zavala	-1.86	0.78
5	Frazer	2.81	-0.81
5	McKinney	1.40	1.75
5	Tenayuca	2.97	7.71
SUMMARY FOR THIS GRADE		1.32	2.45

*Over a six-month interval.

TABLE XXII

PRUEBA DE LECTURA
MEANS AND STANDARD DEVIATIONS

Grade		VOCABULARY			READING COMPREHENSION		
		Mean	Standard Deviation	Number Of Pupils Tested	Mean	Standard Deviation	Number Of Pupils Tested
2	Pre-Test	12	7	297	11	5	298
	Post-Test	19	9	294	14	7	285
3	Pre-Test	13	5	225	16	6	228
	Post-Test	18	7	209	21	10	190
4	Pre-Test	6	3	236	12	6	215
	Post-Test	10	7	256	16	7	256
5	Pre-Test	7	3	196	14	6	197
	Post-Test	9	5	191	16	8	193

and 60% or more of those in third and fourth grade classrooms attained the objective with only 2 exceptions each in both social studies and science in grades 2 and 3 and 2 exceptions in science in grade 4. (See Table XXIII.)

It is to be noted that six of the seven classes who failed to meet the criteria are taught by a monolingual teacher; six of these classes are in the same school; and all seven are taught by team-teachers. The language version appears to have made little difference--three classes received the English version and four, the Spanish. It raises a large doubt as to the efficacy of team-teaching in these two areas. Performance on this test by bilingual classes as a whole was quite good.

In order to ascertain whether accomplishment would be higher in English or in Spanish, means and standard deviations were derived for fall and spring scores (see Table XXV), and mean increases between fall and spring were computed for pupils in grades 2-4 (see Table XXIV.) Except for first grade where means were the same for both versions, means were somewhat higher for the English version at all grade levels. Mean increases were higher for the Spanish version at second and fourth grade levels and higher for the English at third grade level.

A t-test was run to determine if spring scores for first grade were significantly greater for either language version. There was no significant difference in these scores. T-tests were also run to determine if increases in scores were significantly different for either language version at second, third and fourth grade levels. No significant difference was found for second grade. However, third grade gains in both social studies and science and fourth grade gains in science were significantly greater in Spanish to the .005 level of confidence. From this it appears that in these

TABLE XXIII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

GRADE	Version	Teacher	Social Studies	Science
1	Spanish	Cardenas	91	100
1	English	Garcia,A.	95	100
1	English	Garcia,I.	79	100
1	Spanish	Palomino	87	91
1	Spanish	Fredericksen	100	100
1	English	Sharpe	72	96
1	English	Bunch	100	100
1	Spanish	Mitchell	96	100
1	Spanish	Sathre	35	62
1	English	Treviño	73	100
1	English	Flores	67	96
1	English	Herrington	97	100
1	Spanish	Lozano	100	100
1	English	Reyna	91	100
1	Spanish	Jones	96	100
SUMMARY FOR THIS GRADE	English Spanish		84 89	99 95
2	English	Garza,F.	48	57
2	English	Mendoza	73	77
2	Spanish	Belasco	68	55
2	English	Campbell	100	100
2	English	Gillespie	25	35
2	Spanish	Maldonado	61	72
2	Spanish	Reneau	94	100

*60% correct for first grade test in March; a gain from September pre-test to March t-test for grades 2-4.

TABLE XXIII CONTINUED:

Grade	Version	Teacher	Social Studies	Science
2	English	Hernandez	90	50
2	Spanish	Perez	65	59
2	Spanish	Ayala	57	43
2	English	Rodriguez,M.	50	41
2	Spanish	Engel	50	56
SUMMARY FOR	English		64	60
THIS GRADE	Spanish		66	63
3	Spanish	Garza,V.	76	62
3	English	Duarte	87	83
3	Spanish	Heinsohn	32	37
3	English	Pachecano	100	87
3	Spanish	Pirhala	23	38
3	English	Fields	93	93
3	Spanish	Harris	77	65
3	English	Reyes	63	74
SUMMARY FOR	English		87	85
THIS GRADE	Spanish		54	52
4	Spanish	Esquivel	50	81
4	Spanish	Boesewetter	62	41
4	English	Hood	62	43
4	English	Powell	63	85
4	Spanish	Taylor	77	96
4	English	VanCleave	62	78
4	Spanish	Pantoja	74	63
4	English	Gloyd	97	87
4	Spanish	Lopez	96	85
SUMMARY FOR	English		73	75
THIS GRADE	Spanish		72	73

TABLE XXIV

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEAN INCREASES BY GRADE LEVEL

Grade	Version	Social Studies	Science
2	English	2.49	2.30
2	Spanish	2.78	2.31
3	English	4.02	3.35
3	Spanish	.91	.62
4	English	2.37	2.90
4	Spanish	3.01	5.50

TABLE XXV

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEANS AND STANDARD DEVIATIONS

Social Studies

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
1	English	March Test	8	2	190
1	Spanish	March Test	8	2	166
2	English	Pre-Test	14	4	150
2	English	Post-Test	16	3	169
2	Spanish	Pre-Test	12	4	148
2	Spanish	Post-Test	15	2	145
3	English	Pre-Test	21	4	105
3	English	Post-Test	25	2	118
3	Spanish	Pre-Test	21	3	116
3	Spanish	Post-Test	22	3	110
4	English	Pre-Test	28	3	115
4	English	Post-Test	31	4	119
4	Spanish	Pre-Test	25	5	133
4	Spanish	Post-Test	28	5	149

Science

1	English	March Test	9	1	190
	Spanish	March Test	9	2	165
2	English	Pre-Test	12	4	150
2	English	Post-Test	14	4	169

TABLE XXV CONTINUED:

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
2	Spanish	Pre-Test	13	4	147
2	Spanish	Post-Test	15	2	145
3	English	Pre-Test	21	3	105
3	English	Post-Test	24	3	118
3	Spanish	Pre-Test	22	3	117
3	Spanish	Post-Test	23	3	109
4	English	Pre-Test	28	4	115
4	English	Post-Test	31	4	118
4	Spanish	Pre-Test	22	9	135
4	Spanish	Post-Test	28	6	149

subject
/matter areas that Harlandale teachers are doing at least the half of their teaching in Spanish which was specified in the proposal.

Project teachers filled out inferred self-concept scales* for each pupil in their classrooms in October and again in April. The scale consists of thirty items and is based on an ordinal scale continuum from 1 to 5. Research with lower socio-economic level pupils in the traditional school program (which had been done by Dr. McDaniel in 1968-1969) indicated a decrease in self-concept for pupils during the school year and a succeedingly lower self-concept level in each progressively higher grade level. Due to measures designed to create a more positive self-image in pupils being implemented by teachers, an increase between fall and spring scores was predicted for the pupils in this project. In 52% of the classrooms 50% or more of the pupils made a gain. (See Table XXVI.) In grades K-2 and grade 4 50% or more of the pupils made a gain. In addition, there was a mean increase between fall and spring scores on every grade level but two, grades 3 and 5. (See Table XXVII.) This presents creditable evidence that the bilingual education program is indeed helping many Spanish-surnamed pupils to achieve a more positive self-image.

In order for the district to gain insight into the attitudes and wishes of parents of children in the program regarding bilingual education, a questionnaire was placed in a spring newsletter for the parents to complete and return. Only three questions were included. Ninety-six percent of the parents stated that they wanted bilingual education continued, and ninety-

*Developed and field-tested by Dr. Elizabeth McDaniel at University of Texas, 1969, and published by San Felipe Press in 1970.

TABLE XXVI

INFERRED SELF-CONCEPT SCALE
PERCENTAGE OF PUPILS MAKING GAIN*

Grade	Teacher	Percentage
K	Arsuaga	62
K	Rendon	41
K	Gordon	61
K	Minica	67
K	Nicholson	64
K	Baker	95
K	Saenz**	31
	SUMMARY FOR THIS GRADE	59
1	Cardenas	96
1	Garcia,A.	7
1	Garcia,I.	55
1	Palomino	36
1	Fredericksen	8
1	Sharpe**	**
1	Bunch**	**
1	Mitchell	37
1	Sathre**	**
1	Treviño**	**
1	Flores	46
1	Herrington	76
1	Lozano	64
1	Reyna	50
1	Jones	87
	SUMMARY FOR THIS GRADE	52

TABLE XXVI CONTINUED:

Grade	Teacher	Percentage
2	Garza,F.	46
2	Mendoza	55
2	Belasco	69
2	Campbell	56
2	Gillespie	14
2	Maldonado	62
2	Reneau	71
2	Hernandez	61
2	Perez	32
2	Ayala	68
2	Rodriguez,M.	40
2	Engel	33
	SUMMARY FOR THIS GRADE	51
3	Garza,V.	13
3	Duarte	46
3	Heinsohn	35
3	Pachecano	33
3	Pirhala	62
3	Fields	50
3	Harris	8
3	Reyes	33
	SUMMARY FOR THIS GRADE	36
4	Esquivel	50
4	Boesewetter	83
4	Hood	69

TABLE XXVI CONTINUED:

Grade	Teacher	Percentage
4	Powell	41
4	Taylor	55
4	VanCleave	100
4	Pantoja	30
4	Gloyd	35
4	Lopez	44
	SUMMARY FOR THIS GRADE	56
5	Couch	44
5	Luna	68
5q	Rodriguez,E.	00
5	Zavala	50
5	Frazer	41
5	McKinney	3
5	Tenayuca	72
	SUMMARY FOR THIS GRADE	40

*Between October and April ratings by teacher.

**Not comparable because of teacher change during year.

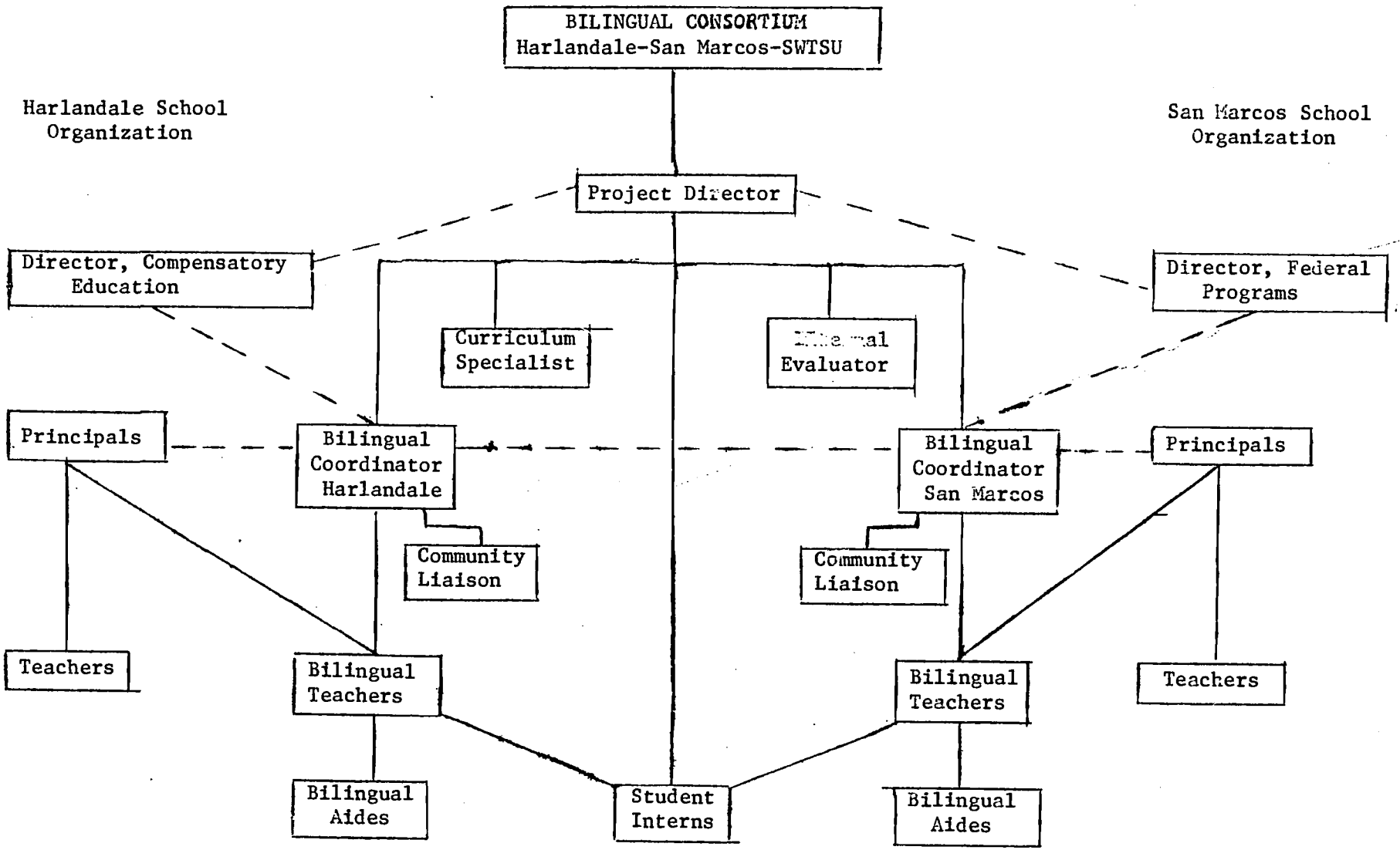
TABLE XXVII

INFERRED SELF-CONCEPT SCORES
MEAN INCREASES BY GRADE LEVEL*

Grade Level	Mean Increases
K	0.11
1	0.03
2	0.01
3	-0.06
4	0.14
5	-0.12

one percent stated that they wanted their child (children) in the program next year. Regarding the type of bilingual program desired, seventy-six percent wanted a language maintenance (completely bilingual) program in grades K-3 or K-6; twenty-two percent wanted only a "bridge" or Spanish language arts program; two percent did not answer this last question, possibly because they did not understand it. The results reveal overwhelming support for bilingual education on the part of parents.

If the program receives at least partial funding by the federal government again next year, the district should be able to satisfy this parental mandate for bilingual education. If the district does not receive any federal funds for this program next year, since this district has low financial resources, it will be extremely difficult for it to fulfill this parental mandate for bilingual education.


BILINGUAL CONSORTIUM
Harlandale-San Marcos-SWTSU
Harlandale School Organization
San Marcos School Organization
Project Director
Director, Compensatory Education
Director, Federal Programs
Curriculum Specialist
Evaluator
Principals
Bilingual Coordinator Harlandale
Bilingual Coordinator San Marcos
Principals
Community Liaison
Community Liaison
Teachers
Bilingual Teachers
Bilingual Teachers
Teachers
Bilingual Aides
Student Interns
Bilingual Aides

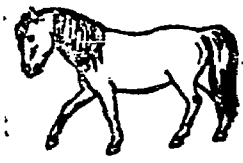
BILINGUAL EDUCATION PROGRAM

Harlandale-San Marcos-Southwest Texas State University

EVALUATION INSTRUMENT
FOR GRADES 1-4

Sample Problem:

In the kitchen we find



Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

Health/Science/Safety _____

Developed by a Group of Teachers from the Bilingual Education Program

SOCIAL STUDIES (FIRST GRADE)

1) American flag



2) Mexican flag



3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5). In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal



7) Christmas



8) Texas



9) Winter



10) Zoo animals



2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5) In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal

7) Christmas

8) Texas

9) Winter

10) Zoo animals

SOCIAL STUDIES (SECOND GRADE)

1) On the American Flag we see 50 —



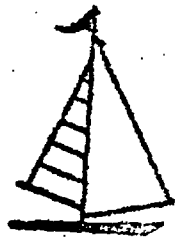
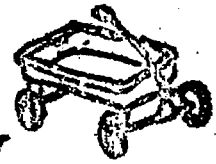
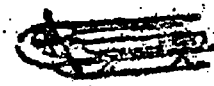
2) Thanksgiving



3) Made of corn



4) It has wheels

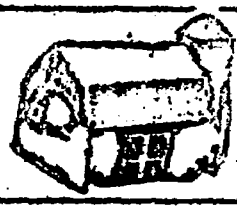
5) Oldest in the family



6) On a tree



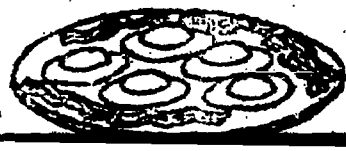
7) The barn

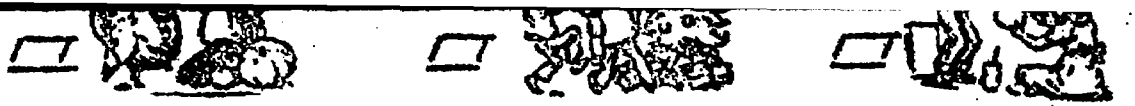


8) Circus animal



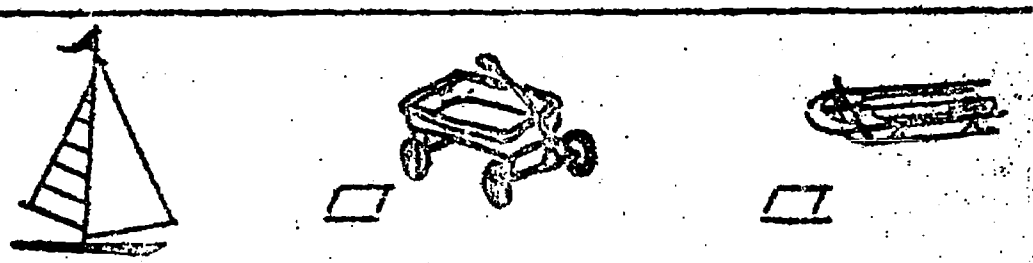
9) A good breakfast



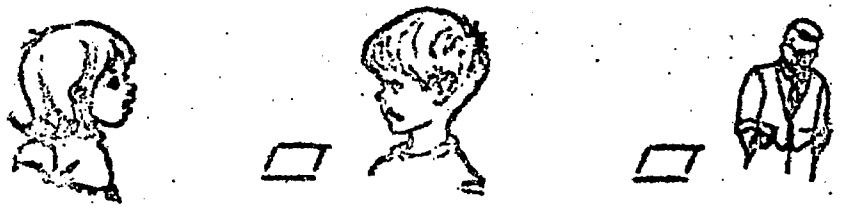


3) Made of corn

4) It has wheels



5) Oldest in the family



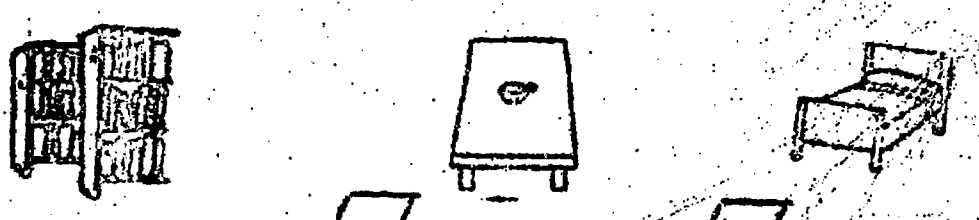
6) On a tree

7) The barn

8) Circus animal

9) A good breakfast

10) We find books in



SOCIAL STUDIES (THIRD GRADE)

1) In the United States, there are how many states?

/ / 30 / / 50 / / 45

2) The capitol of Mexico is --

/ / Washington, D. C. / / Austin / / Mexico City

3) Earth is a ---

/ / moon / / star / / planet

4) The first man to step on the moon was -

/ / Michael Collins / / Neil Armstrong / / Edwin Aldrin

5) The capital of Texas is ---

/ / San Antonio / / Dallas / / Austin

6) The first Mexican was ---

/ / Indian / / Spanish / / French

7) When the Eskimos gave something they had for something they wanted, they were --

/ / buying / / trading / / taking

8) The Pilgrims came to America to find --

/ / food / / happiness / / homes

9) Eskimos wear boots called --

3) Earth is a ---

/ / moon / / star / / planet

4) The first man to step on the moon was -

/ / Michael Collins / / Neil Armstrong / / Edwin Aldrin

5) The capital of Texas is ---

/ / San Antonio / / Dallas / / Austin

6) The first Mexican was ---

/ / Indian / / Spanish / / French

7) When the Eskimos gave something they had for something they wanted, they were --

/ / buying / / trading / / taking

8) The Pilgrims came to America to find --

/ / food / / happiness / / homes

9) Eskimos wear boots called --

/ / caps / / shoes / / mukluks

10) Most regions of the earth have seasons because the earth is --

/ / round / / tilted / / static

SOCIAL STUDIES (FOURTH GRADE)

1) The border between Texas and Mexico is formed by --

/ / Mountains / / the Rio Grande River / / The Gulf of Mexico

2) The Texas motto is --

/ / friendship / / peace / / love

3) The center of our solar system is the --

/ / moon / / Earth / / sun

4) One of the last tribes to arrive in Mexico were the --

/ / Tejas Indians / / Maya Indians / / Aztec Indians

5) A well-known Mexican-American golfer is --

/ / Lee Treviño / / Pancho Gonzales / / Henry Guerra

6) The largest group to which people belong is a --

/ / club / / society / / community

7) Throughout the 13 colonies, most of the settlers learned to be --

/ / farmers / / tailors / / salesmen

8) The thin layer of soil on top of the ground is called --

/ / subsoil / / topsoil / / loam

9) Migrant laborers are workers who --

/ / travel / / stay in one place / / work in factories

/ / friendship / / peace / / love

3) The center of our solar system is the --

/ / moon / / Earth / / sun

4) One of the last tribes to arrive in Mexico were the --

/ / Tejas Indians / / Maya Indians / / Aztec Indians

5) A well-known Mexican-American golfer is --

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/ / farmers / / tailors / / salesmen

8) The thin layer of soil on top of the ground is called --

/ / subsoil / / topsoil / / loam

9) Migrant laborers are workers who --

/ / travel / / stay in one place / / work in factories

10) Using soil wisely, so that it does not wear out is called --

/ / planting / / landscaping / / conservation

HEALTH / SCIENCE / SAFETY (FIRST GRADE)

1) Vegetable



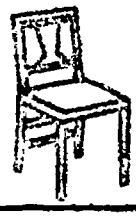
2) Fruit



3) Milk



4) This helps us to stay clean



5) Cold



6) Earth



7) It can fly



8) Living things



9) In the water we find



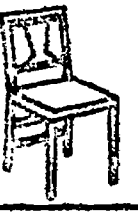
10) When the traffic light is red - it means to ——

2) Fruit



3) Milk


4) This helps us to stay clean



5) Cold



6) Earth



7) It can fly



8) Living things



9) In the water we find



10) When the traffic light is red - it means to —

go stop wait

1) Animals which have a backbone are --

/ / vertebrates / / invertebrates / / insects

2) Of the following, only one is not a living thing. It is the --

/ / violet / / frog / / sugar cube

3) Conifers are plants which have --

/ / large leaves / / cones / / large trunk

4) If a vertebrate has hair, it must be --

/ / an amphibian / / a mammal / / a fish

5) Scientists who study the earth are called --

/ / biologists / / astronomers / / geologists

6) The planet closest to the sun is ---

/ / Venus / / Mercury / / Earth

7) When matter changes from solid to liquid, it

/ / condenses / / boils / / melts

8) It is important to wash the skin around a cut or scratch to prevent --

/ / immunity / / infection / / antibodies

9) The entire body is protected by an outer cover of --

/ / violet / / frog / / sugar cube

---

3) Conifers are plants which have --

/ / large leaves / / cones / / large trunk

---

4) If a vertebrate has hair, it must be --

/ / an amphibian / / a mammal / / a fish

---

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---

6) The planet closest to the sun is ---

/ / Venus / / Mercury / / Earth

---

7) When matter changes from solid to liquid, it

/ / condenses / / boils / / melts

---

8) It is important to wash the skin around a cut or scratch to prevent --

/ / immunity / / infection / / antibodies

---

9) The entire body is protected by an outer cover of --

/ / skin / / fat / / nerves

---

10) Five safeguards against injury which the body uses are --

/ / The antibodies / / vaccines / / the sense organs

1) _____ move the body.

/ / Muscles / / Skin / / Hair

2) The _____ moves blood through the body.

/ / heart / / brain / / lung

3) A bicycle should be ridden in the _____.

/ / house / / sidewalk / / school room

4) To keep from getting a cavity we should _____.

/ / comb our hair / / brush our teeth / / take a bath

5) An animal that lives on land and water is a _____.

/ / spider / / frog / / cove

6) The stem, root, and leaf are parts of a _____.

/ / plant / / animal / / building

7) One of the 5 senses is _____.

/ / smell / / seeds / / elk

8) Oxygen is a _____.

/ / gas / / solid / / liquid

9) The cactus is found in the _____.

/ / desert / / water / / Arctic

3) A bicycle should be ridden in the _____.

/ / house / / sidewalk / / school room

4) To keep from getting a cavity we should _____.

/ / comb our hair / / brush our teeth / / take a bath

5) An animal that lives on land and water is a _____.

/ / spider / / frog / / cove

6) The stem, root, and leaf are parts of a _____.

/ / plant / / animal / / building

7) One of the 5 senses is _____.

/ / smell / / seeds / / elk

8) Oxygen is a _____.

/ / gas / / solid / / liquid

9) The cactus is found in the _____.

/ / desert / / water / / Arctic

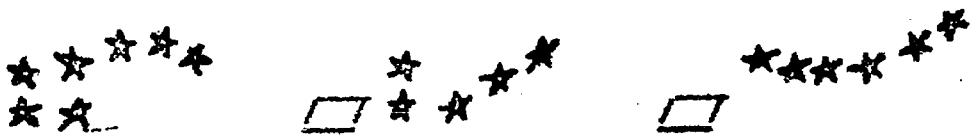
10) A shark lives in the _____.

/ / ocean / / desert / / mountains

HEALTH / SCIENCE / SAFETY (SECOND GRADE)

1) This is a full moon.

2) This is the little dipper.



3) This is the shape of the earth.

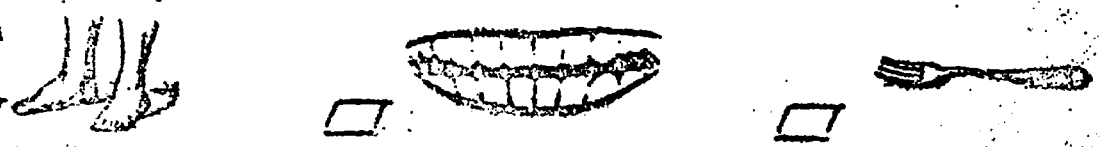
4) This gives us milk.

5) Plants need

6) It is the Fall Season.

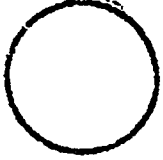
7) Jack is sick. He needs a —

8) We chew with this —

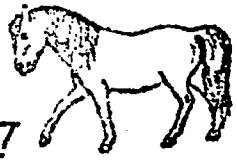


9) The right way to ride a scooter.

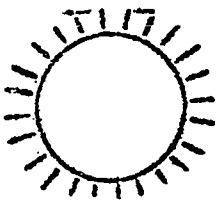
3) This is the shape of the earth.



4) This gives us milk.



5) Plants need


6) It is the Fall Season.



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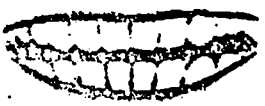
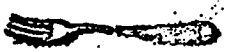
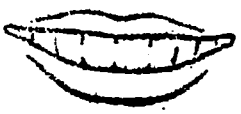



9) The right way to ride a scooter.



10) Before we eat, we wash our —



EL PROGRAMA DE EDUCACIÓN BILINGÜE

Harlandale-San Marcos-Southwest Texas State University

INSTRUMENTO DE VALORACIÓN
PARA LOS GRADOS 1-4

El problema de ejemplo:

En la cocina encontramos —

Alumno,-a_____ Maestro,-a_____

Grado_____ Escuela_____ Fecha_____

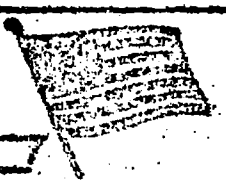
NÚMERO DE PREGUNTAS CONTESTADAS CORRECTAMENTE

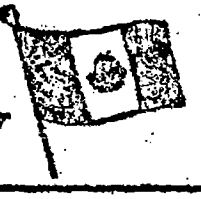
Estudios sociales _____

Ciencias naturales _____

Compuesto por representantes del grupo de maestros del
Distrito Harlandale del programa de educación bilingüe

ESTUDIOS SOCIALES (PRIMER GRADO)

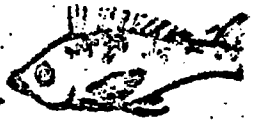
1)La bandera americana. ☐  ☐  ☐ 

2) La bandera mexicana. ☐  ☐  ☐ 

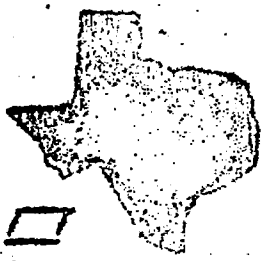
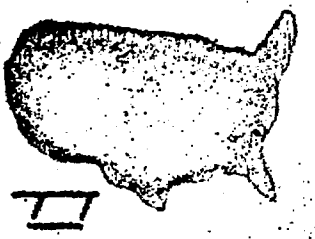
3) ¿Quién entrega las cartas? ☐ lechero ☐ policía ☐ cartero

4) En la sala de clase encontramos — ☐ autobús ☐ árboles ☐ colores

5) Por la mañana decimos ☐ buenos días ☐ buenas noches ☐ buenas tardes

6) Animal de la granja ☐  ☐  ☐ 

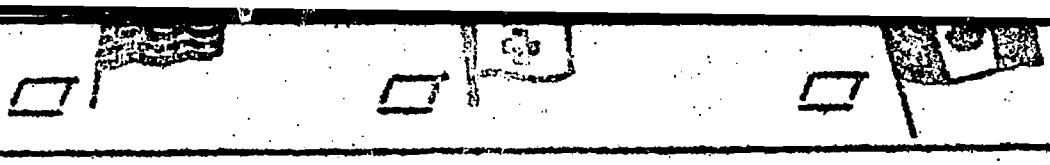
7) La Navidad ☐  ☐  ☐ 

8) Texas ☐  ☐  ☐ 

9)Invierno ☐  ☐  ☐ 

10) Animales del zoológico.  

mexicana.



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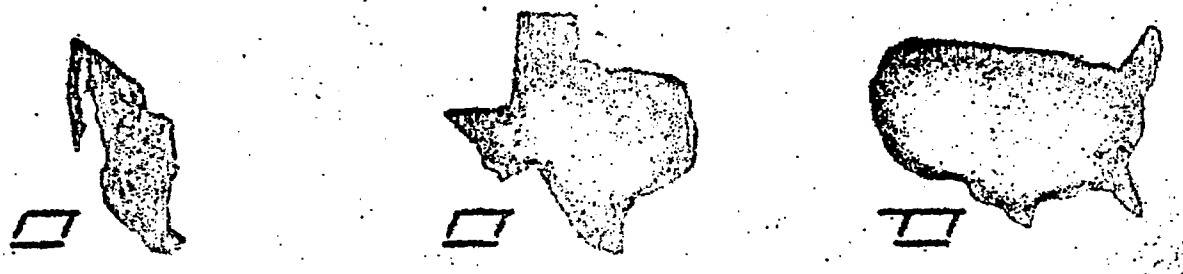
5) Por la mañana decimos ☐ buenos días ☐ buenas noches ☐ buenas tardes

6) Animal de la granja

7) La Navidad

8) Texas

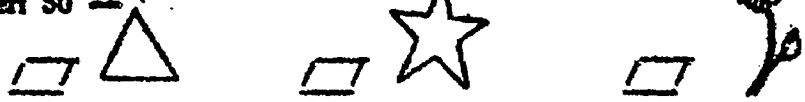


9) Invierno

10) Animales del zoológico.

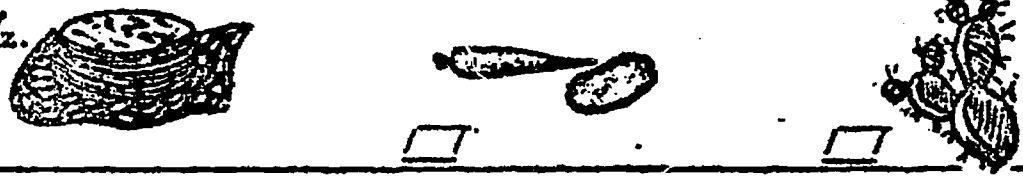
ESTUDIOS SOCIALES (SEGUNDO GRADO)

1) En la bandera americana se ven 50 —.

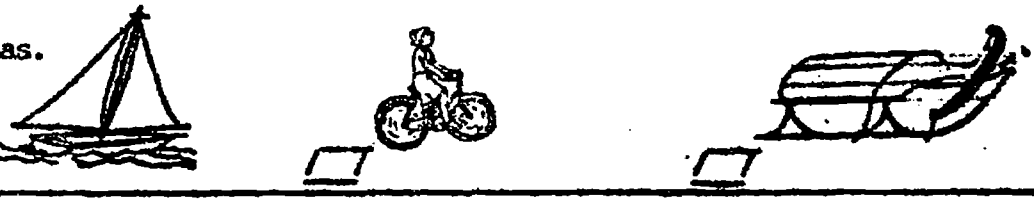


2) El día de dar gracias —

3) Hechas de maíz.



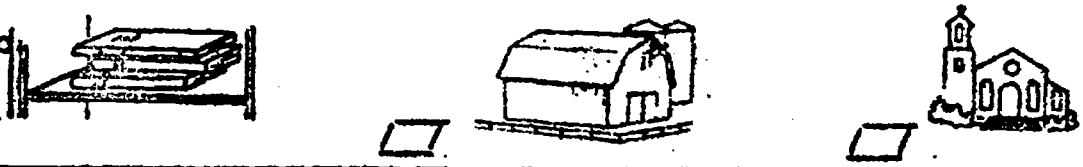
4) Esto tiene ruedas.



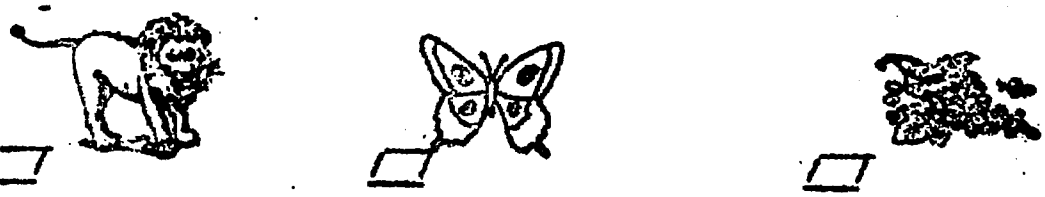
5) El mayor de la familia.

6) Se encuentra en árbol.

7) El granero

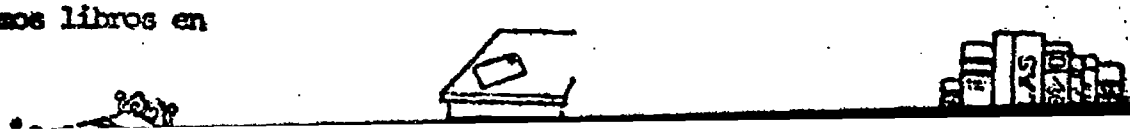


8) Animal del circo.

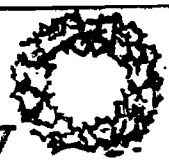


9) Un buen almuerzo.

10) Encontramos libros en



2) El día de dar gracias —


3) Hechas de maíz.



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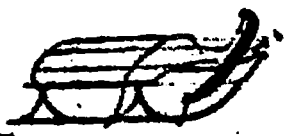
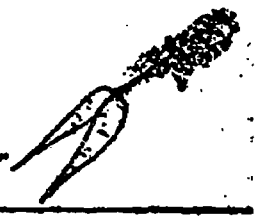


5) El mayor de la familia.

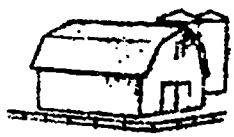


6) Se encuentra en árbol.





7) El granero


8) Animal del circo.



9) Un buen almuerzo.



10) Encontramos libros en



ESTUDIOS SOCIALES (TERCER GRADO)

1) En los Estados Unidos, ¿cuántos estados hay?

/__/ 30 /__/ 50 /__/ 45

2) La capital de Méjico es

/__/ Washington, D.C. /__/ Austin /__/ Méjico, D.F.

3) La tierra es

/__/ luna /__/ estrella /__/ planeta

4) El primer hombre que anduvo en la luna fué

/__/ Michael Collins /__/ Neil Armstrong /__/ Edwin Aldrin

5) La capital de Tejas es

/__/ San Antonio /__/ Dallas /__/ Austin

6) El primer mejicano era

/__/ indio /__/ español /__/ francés

7) Cuando los esquimales daban algo que tenían por algo que querían, estaban

/__/ comprando /__/ traficando /__/ cogiendo

8) Los peregrinos vinieron a América para adquirir

/__/ comida /__/ alegría /__/ hogares

9) Los esquimales llevan botas que se llaman

/__/ mocasines /__/ zapatos /__/ mukluks

/ / Washington, D.C. / / Austin / / Méjico, D.F.

---

3) La tierra es

/ / luna / / estrella / / planeta

---

4) El primer hombre que anduvo en la luna fué

/ / Michael Collins / / Neil Armstrong / / Edwin Aldrin

---

5) La capital de Tejas es

/ / San Antonio / / Dallas / / Austin

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6) El primer mejicano era

/ / indio / / español / / francés

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7) Cuando los esquimales daban algo que tenían por algo que querían, estaban

/ / comprando / / traficando / / cogiendo

---

8) Los peregrinos vinieron a América para adquirir

/ / comida / / alegría / / hogares

---

9) Los esquimales llevan botas que se llaman:

/ / mocasines / / zapatos / / mukluks

---

10) Muchas regiones de la tierra tienen estaciones porque la tierra es

/ / redondada / / inclinada / / estática

ESTUDIOS SOCIALES (CUARTO GRADO)

1) La frontera entre Tejas y Méjico está formada por

/ / montañas / / el Río Grande / / el Golfo de Méjico

2) La divisa (motto) de Tejas es

/ / amistad / / paz / / amor

3) El centro de nuest sistema solar es

/ / la luna / / la tierra / / el sol

4) Una de las últimas tribus indias que llegaron a Méjico fueron

/ / los mayas / / los aztecas / / los tejas

5) Un golfero mejicano-americano bien conocido es

/ / Lee Treviño / / Pancho Gonzalez / / Henry Guerra

6) El grupo más grande a que la gente pertenece es

/ / un club / / una sociedad / / una comunidad

7) En las 13 colonias muchos colonos aprendiar a ser

/ / agricultores / / sastres / / vendedores

8) Labradores migratorios son trabajadores que

/ / viajan / / se quedan en un lugar / / trabajan en fábricas

9) Usar el suelo con sabiduría para que no se gaste se llama

/ / [illegible] / / paz / / amor

3) El centro de nuest sistema solar es

/ / la luna / / la tierra / / el sol

4) Una de las últimas tribus indias que llegaron a Mejico fueron

/ / los mayas / / los aztecas / / los tejas

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8) Labradores migratorios son trabajadores que

/ / viajan / / se quedan en un lugar / / trabajan en fábricas

9) Usar el suelo con sabiduría para que no se gaste se llama

/ / plantar / / desmontar / / conservar

10) La cubierta delgada del terreno se llama

/ / subsuelo / / suelo / / barro

CIENCIAS NATURALES (PRIMER GRADO)

1) Verdura



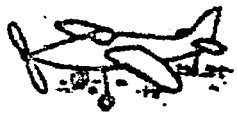
2) Fruta



3) Leche



4) Nos ayuda estar limpios


5) Está frío.



6) La tierra



7) Puede volar.



8) Seres vivos.



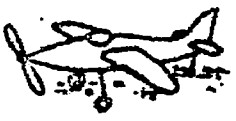
9) En el agua hay —



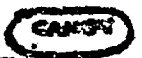
2) Fruta

3) Leche

4) Nos ayuda estar limpios



5) Está frío.



6) La tierra

7) Puede volar.

8) Seres vivos.

9) En el agua hay —

10) Cuándo la luz está roja, quiere decir —

☐ adelante ☐ alto ☐ corre

CIENCIAS NATURALES (SEGUNDO GRADO)

1) La luna llena.



2) Ursa menor.



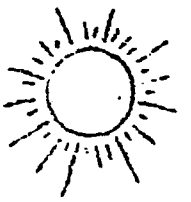
3) Forma del mundo.



4) Esta nos da leche.



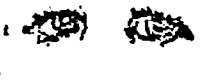
5) Las matas necesitan esto.

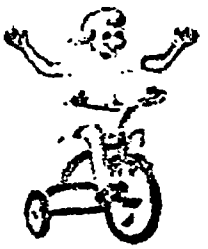

6) Jack está enfermo El necesita un —



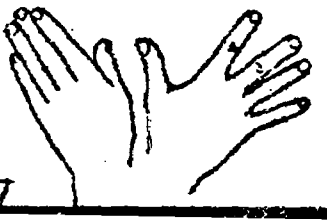
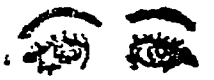
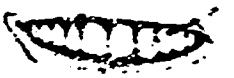
7) Masticamos con esto.



8) El modo correcto de pasear en bicicleta.

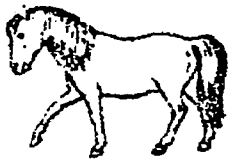


9) Antes de comer nos lavamos las —

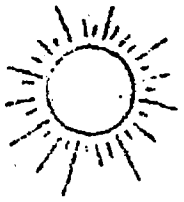




3) Forma del mundo.

4) Esta nos da leche.



5) Las matas necesitan esto.



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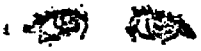
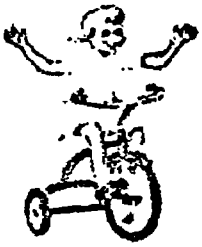
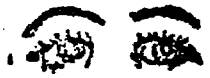
7) Masticamos con esto.



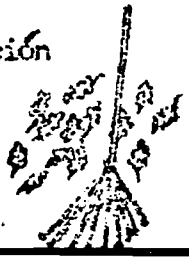
8) El modo correcto de pasear en bicicleta.



9) Antes de comer nos lavamos las —



10) Es la estación de otoño.



1) _____ mueven el cuerpo.

/ / Los músculos / / La piel / / El pelo

2) _____ mueve la sangre por el cuerpo.

/ / El corazón / / El seso / / El pulmón

3) Una bicicleta se debe manejar en la _____.

/ / casa / / banqueta / / sala de clase

4) Para tener buenos dientes debe _____.

/ / peinarse / / cepillarse los dientes / / bañarse

5) Un animal que vive en tierra y agua es una _____

/ / araña / / rana / / paloma

6) El tronco, la raíz, y la hoja son partes de _____.

/ / la planta / / un animal / / un edificio

7) Uno de los cinco sentidos es _____.

/ / oler / / semilla / / anta

8) Oxigeno es _____.

/ / gas / / sólido / / líquido

9) El nopal se encuentra en _____.

/ / el desierto / / el agua / / el ártico

/ / El corazón / / El seso / / El pulmón

---

3) Una bicicleta se debe manejar en la _____.

/ / casa / / banqueta / / sala de clase

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/ / oler / / semilla / / anta

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8) Oxigeno es _____.

/ / gas / / sólido / / líquido

---

9) El nopal se encuentra en _____.

/ / el desierto / / el agua / / el ártico

---

10) El tiburón vive en _____.

/ / el oceáno / / el desierto / / la montaña

CIENCIAS/SALUBRIDAD/SEGURIDAD (CUARTO GRADO)

1) Animales que tienen espinazo son

/ / vertebrados / / invertebrados / / insectos

2) Una cosa de las siguientes no es viva. Es

/ / la violeta / / la rana / / el azucar

3) Coníferos son matas que tienen

/ / hojas grandes / / conos / / troncos grandes

4) Un vertebrado que tiene pelo es

/ / un anfibio / / un mamífero / / un pez

5) Los hombres de ciencia que estudian la tierra se llaman

/ / biólogos / / astrónomos / / geólogos

6) El planeta más cerca al sol es

/ / Venus / / Mercurio / / Tierra

7) Cuando la mateira se cambia de sólido a líquido,

/ / vaporiza / / se liquida / / hierve

8) Es importante que se lave la piel alrededor de una cortadura o un rasguño para prevenir

/ / immunidad / / infección / / esterilización

9) El cuerpo entero se protege por una cubierta externa de

/ / la violeta / / la rana / / el azucar

---

3) Coníferos son matas que tienen

/ / hojas grandes / / conos / / troncos grandes

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4) Un vertebrado que tiene pelo es

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/ / vaporiza / / se liquida / / hierve

---

8) Es importante que se lave la piel alrededor de una cortadura o un rasguño para prevenir

/ / immunidad / / infección / / esterilización

---

9) El cuerpo entero se protege por una cubierta externa de

/ / piel / / huesos / / nervios

---

10) Cinco protecciones que usa el cuerpo contra una herida son

/ / los microbios / / las vacunas / / los sentidos